

Behaviour Curriculum and Policy

Together, we **CARE!**



"Be kind and loving to each other".

Ephesians 4:32 (ICB)

Mepal & Witcham Primary School a part of Ely Diocese Multi Academy Trust

Mepal and Witcham CofE Primary School follows the Trust's Behaviour policy. This policy is the School's local addendum to the Trust's Behaviour Policy and sets out how that policy is implemented at the School.

Approved by the Governing Body: Yes

Joy Walker

Signed:

L Woodhouse

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1. Aims

At Mepal and Witcham Church of England Primary school, we recognise that exemplary behaviour is a big part of the ethos and culture that we strive to achieve every day. All staff ensure that pupils have a deep understanding of positive and respectful behaviour and lead by example. We have a deep rooted Christian ethos which stands within our CARE values and is part of the life and experiences we all share throughout the school.

“Be kind and loving to each other.” Ephesians 4:32 (ICB)

2. Culture and Standards - Mepal and Witcham School CARE Values

We are proud of our school and the community involved in the success of our school. We care immensely about our students, staff and visitors as well as the wider community that supports everything we do and achieve. The school’s CARE values support pupils in becoming the best versions of themselves now and in the future, and prepares them to become well-rounded and successful people in wider life and society.

The schools CARE values are divided into 2 strands which develop personal and community values, and scholarship. We display the values as follows:

CARE Values	
PERSONAL DEVELOPMENT VALUES	SCHOLARSHIP VALUES
C ommunity	C ourage
A ppreciation	A spiration
R espect	R esilience
E mpathy	E xcellence

Staff teach these values to the pupils explicitly, explaining the benefit to them individually and to everyone should they be upheld.

We refer to the CARE values in lessons and in everyday life in school and celebrate occasions and events that meet these values whether they are part of the school curriculum or as part of a wider community activity.

During Collective Worship, we reflect upon how these values support our beliefs and faith as a Christian community and link them to important teachings from the Bible. We use this time to explore what we can do as a community to act within our faith and explore our own spiritual awareness.

3. CARE Ambassadors

Every child has the opportunity to become a CARE Ambassador for our school. Two pupils are elected from each class by their peers through a fair and democratic voting system. These children act as role

models and take part in activities and events that demonstrate our school values both within school and in the wider community.

CARE Ambassadors have a range of responsibilities, including:

- Welcoming and greeting visitors to the school
- Taking an active role in Collective Worship
- Helping to organise key events
- Attending meetings with the Headteacher to share pupil voice on learning and school life

In **Year 6**, we also have a **student leadership team**, made up of:

- Head Girl
- Head Boy
- Deputy Head Girl
- Deputy Head Boy
- Prefects

These roles are also voted for by the pupil community and form a team that leads and supports the wider group of CARE Ambassadors across the school.

There is an expectation that CARE Ambassadors are not only good role models and positive representatives in school, but that they carry this responsibility with them outside of school too. We are proud of the work they do to represent their peers, support staff and parents during events such as Parents' Evenings, and promote our CARE values throughout the school.

Celebrating their commitment and leadership helps to motivate others to show helpful and courteous behaviour, support charitable events, and get involved in the life of the school in a positive way.

Engagement in the election and voting process supports our promotion as a school of British values. The British values are woven within our school CARE values and are defined as follows:

CARE Values

- | | |
|---|---|
| ● Democracy | <i>Community & Respect</i> |
| ● Rule of Law | <i>Community</i> |
| ● Individual Liberty | <i>Aspiration, Courage & Resilience</i> |
| ● Mutual Respect | <i>Respect, Empathy & Appreciation</i> |
| ● Tolerance of those with different faiths and beliefs | <i>Respect & Appreciation</i> |

4. Promoting positive behaviours

As a school community we know that positive behaviour should be a normal part of what pupils, staff and visitors should expect to receive. We do not establish this through a set of rules that we need to follow but a deeper understanding of what positive behaviour looks like in all aspects of school life.

Respectful and supportive behaviour is a part of the learning children receive within school. Learning how to be part of a group which supports each other to thrive and be successful as individuals and as a community is something our pupils will have established which will last long after their time in primary education.

- *“Better behaviour improves every aim of school we can imagine.*
- *Improving behaviour should be the common goal of everyone in education.*
- *Better behaviour is essential to good learning.”*

(Tom Bennett, 2020, Running the Room)

In order to ensure that our pupils understand and demonstrate optimum behaviour which promotes their academic achievements and their personal and social development, the school holds them to high standards with clear expectations. These are taught to our pupils as part of a curriculum and modelled by staff in school.

“We hold the highest expectations for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.” **DEMAT - Principles of education**

Through teaching our pupils routines that establish and maintain positive behaviour we are setting a culture for everyone by creating norms in the school. These norms demonstrate the bottom line expectation for behaviour by pupils, staff and visitors in school.

We have shared routines across the school in the following areas:

- Smart lines
- Silent Corridors
- Lunchtime
- Playtime
- Collective Worship
- Being courteous

Classes then build routines which meet the needs of the class group to ensure efficiency, respect and inclusion.

Our values of ‘CARE’ are discussed during the teaching of these routines and why the routines are important to the children personally as well as for others in school. The behaviour curriculum is taught to the pupils during the first weeks of a new school year and revisited regularly throughout the year to ensure that high standards are continually met and understood.

Positive behaviours through cultural norms mean that our children:

- Form good habits in self control;
- Develop understanding of how this will enhance their life in the future;
- Create a truly inclusive and welcoming environment;
- Maintain a calm and focused atmosphere in which learning can flourish;
- Feel safe and respected by peers and adults;
- Understand how their behaviour impacts other people;
- Are praised more often for their positive behaviour.

5. Rewards and Celebrations

Being rewarded for a job done well, achieving a goal or just brightening someone's day makes everyone feel good. Being rewarded helps to build motivation to work harder, be kinder or chase another reward. We enjoy praising and rewarding pupils' achievements and successes and we do this in various ways.

5.1. Descriptive Verbal Recognition and Praise

Adults and pupils verbally praise and recognise achievements throughout lessons and over the course of the day. Compliments are encouraged and pupils show support to one another. Descriptive verbal praise allows pupils to know that they are doing things correctly and are showing the school community that they are valued. Praise can be offered to individuals, small groups of children and whole classes. Adults encourage the pupils to praise and celebrate the success of their peers in order to build positive and supporting relationships with each other.

5.2. CARE Points

Care Points are our equivalent of House tokens/points. Pupils receive a house token when they do something above and beyond the expectations within our CARE values. The tokens are collected across each half term and the winning house is announced and celebrated in a half termly assembly. The house names are as follows:

- **Sterling - Green**
- **Meteor - Red**
- **Tigermoth - Yellow**
- **Lancaster - Blue**

As well as the collective responsibilities the CARE points instil for our pupils, each pupil also has their own accumulation of CARE points tracked. The rewards are underpinned by our CARE values and celebrate what pupils do beyond the normal expectations.

The points are rewarded with achievement certificates and pin badges which they can wear in school to demonstrate their commitment to the schools CARE values. The awards are as follows

- 50 points - Bronze Award
- 100 points - Silver Award
- 150 points - Gold Award
- 200 points - Platinum Award

Each week, the class teacher awards the weekly Outstanding Pupil Award linked to the school's values. In addition to this, each half term, awards are given for efforts that are of the highest regard and are recognised under either of the following categories:

- Best Role Model;
- Most Improved;
- School CARE Ambassador Award.

Furthermore, there is also the Headteacher's award that is awarded for exemplary behaviours.

6. Whole School Routines

6.1 Smart Lines

Smart lines ensure time is not lost when the class needs to be organised and ready to transition. Smart lines are in register order so that individuals know where they are expected to be. A smart line ensures that adults can communicate with pupils quickly in the event of an emergency so that everyone's safety is prioritised. Smart lines alleviate the pushing and racing to the front of the line and reduce the risk of injury. If arms are by each side and everyone is facing the same direction, accidents are less likely to happen and it is an efficient and safe way of moving from one place in school to another.

Smart lines are always:

- In register order
- Silent
- Everyone facing the way they are going
- Arms by their sides
- Straight and tidy

6.2. Silent Corridors

Silent Corridors are essential to ensuring that learning is not necessarily disrupted across the school. Silent corridors are also a key factor in the safety of our pupils, ensuring that in an emergency, pupils are alert to and able to sensibly follow instructions if needed. We trust pupils to move around the school unaccompanied and expect that they are moving smartly and sensibly at all times when they are not with an adult. Unnecessary noise can disrupt lessons in neighbouring classrooms and distract pupils from their learning. If they have been asked to deliver a message to another classroom or the school office, we expect pupils do this courteously by knocking and politely waiting to be called in.

Silent corridors are always:

- Silent
- Calm
- Orderly
- Walked through smartly or in a smart line

6.3. Lunchtime Routines

Lunchtime is a social and enjoyable time in school. Routines ensure that pupils feel safe and respected as well as relaxed. We encourage everyone to eat well, socialise and use good manners at all times. Cutlery should be used for all hot food and pupils are expected to chat to their peers in a moderate voice so that the dining room does not get too loud or noisy. Pupils should only touch their own food and ask an adult before starting their desert or going to the toilet when that is necessary. Pupils are expected to tidy their table space and tuck in their chair before leaving.

Lunch times are always:

- Calm and respectful to each other and towards our dining room

6.4 Break Time/ Playground

It is important that all pupils feel able to enjoy and relax during their break times, whether that be in the classroom or out on the playground or field. We expect that pupils welcome and include others and treat each other and the adults supervising them with respect. Pupils are expected to tidy their resources, games and equipment away at the end of the break time and form a smart line in their designated area so that the adults can lead them back into school in a quiet and orderly manner. Snacks during morning break time should always be healthy when provided by home - KS1 and EYFS receive fruit daily. Pupils are expected to ensure their wrappers and waste are placed in the bin provided.

Break times are always:

- Enjoyable through being mutually respectful;
- Relaxing or active;
- Inclusive through mutual respect or the organisation of games and activities that bring pupils together;
- Orderly when going to and from the playground/field.

6.5. Collective Worship

We place a high value on our Christian distinctiveness: our Collective Worship is a special time when we can all come together and engage in an act of community. We reflect upon the character of God and the teachings of Christ and celebrate times in the Christian calendar together. We expect pupils to walk into, and out of, Collective Worship in silence, be thoughtful and still and engage in each other's joys and challenges. Pupils are expected to show reverence during prayers and join in with the songs. At the end of Collective worship, pupils are expected to stand in silence when asked and return to their classroom in a smart line.

Collective Worship is always:

- Orderly;
- A special time when everyone in the school comes together to be thoughtful or to celebrate;
- Respectful;
- Calm and engaging.

6.6. Being Courteous

Showing good behaviour and respect to others can be demonstrated in many ways. Being courteous includes behaviours that make us appear friendly and welcoming to others.

Being courteous includes:

- Being polite and respectful to others;
- Greeting people with a smile and a hello or Good Morning;
- Being kind and friendly to others;
- Holding a door open for someone;
- Asking for help when they need it;
- Listening to others when they are speaking.

7. Sanctions and consequences

Research shows that behaviour is best improved when a fair and consistent approach to teaching behaviour is applied.

“The certainty of a consequence is far more important than the severity - when pupils are reasonably certain that consequences follow a misbehaviour it is far more likely to be an efficient deterrent.”

(Tom Bennett, Running the Room)

Undesirable behaviour affects the safety of all pupils in school as well as compromises the teaching and learning taking place. The school seeks to always provide consequences with a restorative approach so that the pupil can understand why it is important to behave with respect and care. When teaching pupils about the School's CARE values, staff ensure that they understand how undesirable behaviours conflict with the School's CARE values.

When a pupil starts to demonstrate undesirable behaviour choices either in school or off-site when representing the School or on the bus to or from school, adults intervene by linking the behaviour back to the schools CARE values and explain how those choices affect their learning and that of their peers in school.

7.1. Warnings and Formal Sanctions

When low level disruption or undesirable behaviours occur, adults may decide to take steps to support the pupils concerned to correct their behaviour by the following:

- Eye contact - getting the attention of the pupil;
- Proximity - standing near the pupil to deter the unwanted behaviour;
- Gesture - raising a hand or gesturing for the pupil to stop.

The above measures can be undertaken without breaking the flow of the learning. Additional strategies may be the following:

- Gentle reminder - a quiet reminder at the earliest opportunity to the pupil of what they are doing that is disruptive and what the adult wants to see going forward;
- A verbal reminder that the behaviour needs to stop;
- A moment outside of the classroom where the adult can address the behaviour and offer a few minutes to regulate before returning to the classroom.

It is at the discretion of the adult to decide when and how many of the above they employ before deciding it is appropriate and necessary to move to formal sanctions. These formal sanctions act as a clear warning and reminder that the pupil's choices are unacceptable and that they now risk receiving consequences should their behaviour continue. The formal sanctions as outlined below:

- **MARK 1** - the adult will give a formal verbal warning to the pupil that the behaviour has reached an unacceptable level and should it continue, consequences will be applied.
- **MARK 2** - the pupil will lose 5 minutes of their break/lunch time to reflect on the behaviour during the lesson. The 5 minutes will be spent with the adult for a restorative reflection on the effects of their behaviour.
- **MARK 3** - the pupil will lose between 10 and 15 minutes of their break/lunch time to reflect on the behaviour during the lesson. The 10-15 minutes will be spent with the adult for a restorative reflection on the effects of their behaviour and for the pupil to offer their ideas on how to correct the behaviour. The adult may also use this time to revisit the school's CARE values and routines. Should Mark 3 be reached more than once, the teacher may use their discretion to enforce a longer loss of playtime so that the pupil has more reflection time and support (if necessary) to avoid reaching Mark 4.
- **MARK 4** - the pupil will be removed from the classroom to preserve the teaching and learning for the other pupils in the classroom. The pupil will be accommodated within another classroom and will be expected to complete their learning for that lesson. Parents will be informed either verbally by the class teacher at the end of the day or via email and the behaviour will be logged on BROMCOM as a record of the incident.

If risks remain despite these measures, the Headteacher will apply the Suspensions and Exclusions policy as described below.

7.2. Suspensions and Exclusions

Following the Trust's exclusion policy, the Headteacher will consider suspension or exclusion only as a last resort after exploring other ways of addressing the poor behaviour of a pupil. The Headteacher

will then consider the impact that this action will have on the pupil and the School as a whole. Key to this is understanding the pupil and any underlying reasons for the behaviours. The following actions will be taken before issuing a suspension or exclusion:

- Accounts from staff, pupils involved and other witnesses will be collected and documented.
- The Designated Safeguarding Lead will be consulted and consideration given to whether suspension or exclusion will place a pupil at risk.
- For pupils with SEND or a disability, consideration will be given to whether reasonable adjustments have been made in accordance with government guidance.
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When this has been done, the Headteacher will, in accordance with the Trust's exclusion policy, decide on what action to take and will consult with the Trust's officers on this. Decisions and the underlying considerations will be documented.

- 1) **Internal seclusion** - this requires pupils to attend school, however, they will be completing all work for that day in another classroom. The internal exclusion will also involve a meeting with a member of SLT to discuss the choices and behaviours that have led up to this sanction and how to correct that in the future. Parents will be informed.
- 2) **External exclusion/suspension** - this requires the pupil to be learning at home for a period agreed in a meeting with parents. This can be from varying lengths of fixed-term suspensions to permanent exclusion. Learning will be provided for the pupil by the class teacher and it is expected that this is completed. Pupils and Parents are invited to attend school on their return for a reintegration meeting and a review of the expectations for positive behaviour in school.

In almost all circumstances, the above sanctions and consequences will follow the steps above. There are some exceptions to this when the behaviour has been persistent over sessions or has been dangerous, damaging or seriously hurtful towards others intentionally. The following are some suggestions of behaviours that may require an adult to give a MARK or more serious sanction without needing to follow informal measures:

- Persistent disruption of the teaching and learning which compromises the understanding and engagement of the class.
- Verbally disrespectful or aggressive behaviour towards peers or adults.
- Physically aggressive behaviour towards peers or adults.
- Use of inappropriate language such as swearing.
- Damage to the schools equipment or resources.
- Damage to another's personal belongings.
- Stealing.
- Spitting.
- Belittling or making fun of someone due to their personal characteristics.

- Any action that compromises their safety or that of another.
- Unwillingness to engage in learning.
- Disrespectful behaviour towards visitors in school.
- Persistently not wearing the correct uniform.
- Bullying.
- Unwillingness to demonstrate the schools CARE values.
- Persistently not having the correct equipment in school for purposes of the learning - such as a reading book, PE kit etc.
- Sexually inappropriate behaviour.
- Encouraging others to engage in undesirable behaviours.

8. Confiscations

All staff are authorised by the Headteacher to search a pupil or their possessions if they reasonably suspect that the pupil may have prohibited items or any other item that is likely to be used to commit an offence. If found, such items will be confiscated and will not be returned. The Trust's behaviour policy lists some examples of prohibited items including weapons, knives, drugs, tobacco, fireworks and stolen items.

From time to time the school will publish lists of other items considered harmful or detrimental to discipline. These will also be confiscated but will be returned to pupils or their parents. Parents or pupils will be told how and when these items will be returned.

9. Use of reasonable force

All staff are authorised to use reasonable force where this is necessary to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The use of reasonable force will follow the law and the Trust's policy. Force will not be used as a punishment.

10. Monitoring

The Headteacher and Senior leadership team regularly review and monitor the behaviour of all within school to ensure the highest standards and expectations are met. This ensures our school continues to be a safe, inclusive and pleasurable environment where everyone feels respected and can flourish.

Monitoring consists of observations within classrooms and more generally around school during transition times. Behaviour management is regularly discussed and reviewed during staff briefing and SLT Meetings, and measures are put in place as required to continually ensure systems and strategies are working for all.

Pupils who do not meet the expectations for positive behaviour are also monitored and supported by their class teachers to improve their understanding and make more positive choices, this is also done in partnership with parents.

11. Risk Plans

Where poor behaviour results in risks, a personalised risk plan may need to be put in place. This helps explain the behaviour, why it results in risks and what we will do to safeguard people, property and a calm learning environment. Risk plans may include adjustments to this policy. They will be reviewed and approved by the School's Leaders.